

Good Practice: AT GP1

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"Support Programme for Young People to Identify their Personal and Professional Paths"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence/frequency	Type of funding for GP
Non-formal Basic skills and Remedy	Non-profit organisation	Remedy, preparation to VET	National, implemented on local level	Continuous	Continuous	ESF and State funding

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

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1. What – Focus (theme, orientation)

The Production schools in Austria were conceived as a supportive instrument (Nachhilfe) to enable young people to overcome specific difficult life phases. Vulnerability is therefore traceable to a specific situation from which participants need to recover (Nachholbedarf). In most cases, young people simply need more time to develop certain skills or become more conscious of their possibilities. As stated in the general provisions of the Guideline of the Austrian Network for Professionals, three principles inform the approach of the NEBA's offers: gender equality, equal treatment of people with special needs, diversity and antidiscrimination. In addition, the educational approach of the Production school is based on the concept of empowerment. The objective is to enable young people through the new learning experience in the Production school to take independent and appropriate decisions about their professional and personal path.

2. For whom – Target group(s)

The concept for inclusive implementation rules of the Production schools identifies potential beneficiaries in young people up to the age of 21 or until the age of 24 with disabilities or special educational needs, learning disabilities, social or emotional impairments, who wish to complete a vocational training. Production schools also address people who have completed, or partially completed, a vocational training, but who present a deficit of basic competencies (cultural techniques, including new media, and social skills). The definition relies on the Special Guideline on Vocational Integration of job opportunities for women and men with disabilities, elaborated by the Austrian Federal Ministry of Labour, Social Affairs and Consumer Protection.

3. Requirements and access

Access to the Production school may occur in two ways: directly through the Youth coaching counselling or through the Austrian Public Employment Service (AMS). As it is stated in the Guideline, access to a Production school is gained through a close partnership between the Youth coach, the Production school coaches and the AMS, and the former is deemed as an interface service between the formal education system, the job market and the Production schools. In cooperation with schoolteachers, the youth coach identifies students at risk of dropping out from school or people who need further support for the development of social and basic competencies, potential participants of the Production schools. The goal of Youth coaching is to keep young people in the education and training system as long as possible; in order to ultimately improve their chances on the labour market through the acquisition of higher and more qualified competencies. Young people outside the formal education system also have the possibility to access through the Austria Public Employment Service (AMS). The latter informs the Production school or puts into the contact the potential beneficiaries with a Youth coach. Being registered at the AMS is a precondition to be accepted in a Production school, as it gives the right to benefit from the social financial assistance.

4. Elements of good practice

The Production schools provide individually tailored education to each participant, who is required to attend the school at least 16 hours per week. The Guideline of the Austrian Network for Professionals defines four core components that characterise the portfolio of each participant: training modules, coaching, the knowledge workshop and sports activities.

Training modules are structured in activation (introduction), practice (training and professional orientation) and specialisation (for vocational education), and occur sequentially. Both adolescents with cognitive intellectual limitations and young people outside the system often have to slowly get used to follow structures. Training modules focusing on practice are about practical work and exercise through direct experience, while training modules focusing on specialisation are characterised by a high degree of labour market proximity. Each participant chooses the sector that is most interesting and suitable to his/her own inclinations and will be trained in the specific professional sector with the support of a professional trainer. The investigated providers offer training modules in the sector of Textile, Media, Shop and Crafts.

Coaching is offered throughout the whole provision of the programme, and consists of individual and, where in place, group counselling in the form of bilateral and group conversations with a coach, respectively. It aims to support the personal development of the participant as well as vocational training during the training modules. The Production schools as well as the Youth coaching are subject of a meticulous monthly monitoring system by the Ministry of Social Affairs local offices. The monitoring includes the collection of statistics every six months, about the participants (gender, age, type of vulnerability, nationality, language), and yearly annual reports about the Production school activities, target group, and dropout rate.

5. Perceived challenges

Although the education has been developed for young adults with special educational needs, social and emotional difficulties and other impairments, for some of them the threshold is still not low enough. In the analysis commissioned by the Ministry of Social Affairs on the Production schools dropouts, the heterogeneity of the group and the multiple problems that young people bring along are recognised as the main challenges of the schools and as causes of the many dropouts (up to 30%).

6. Testimonials

"I learnt a lot about computers and I heard that from many friends that I made in the school. Here you learn by doing practical things and that is positive for me because I need to work with my hands to understand"

"In the coaching sessions I can talk about my life problems and how they can be resolved"



7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)